Chapter 7

Board-Staff Relations

Critical Board Building Challenge: How does the charter school board build and maintain an effective and mutually supportive working relationship with the charter school administrator?

Role Of The Board In Selecting And Supporting The Administrator

In Chapter 1, we identified the selection and support of the charter school administrator among the critical roles and responsibilities of the board. The charter school needs a good leader. Boards are responsible for recruiting and supporting a dynamic administrator who can provide vision and leadership to the charter school.

The administrator acts as the bridge between the board and the staff of the organization. She or he is designated to act on behalf of the board to implement its decisions. The administrator is given the authority to hire, organize, and supervise the staff of the charter school, develop appropriate policies and procedures, and allocate resources within budgetary guidelines. When looking for an administrator, the board must assess the charter school's specific needs, then seek a qualified individual who has the skills and experience to guide the charter school in meeting those needs. The board should also periodically evaluate the performance of the administrator in carrying out the decisions of the board and other assigned responsibilities. We'll discuss this critical activity in more detail below.

What's In A Name? – The Nature Of The Board-Staff Relationship

What's in a name? Understanding what it takes to build an effective board-staff relationship begins with understanding the nature of the position of charter school administrator. Some charter schools have begun to use the title "chief executive" or "administrator" as an expression of their understanding that the responsibilities of managing an independent public charter school go way beyond the traditional roles of school principal. This has far-reaching implications for how the board will structure its working relationship with the charter school administrator.

Common Problems In The Relationship

Common problems in the area of board staff relations include the following:

- Conflicts over who is responsible for what.

- From the perspective of board directors, the perception that the charter school administrator is over-stepping his or her authority or not providing the board with sufficient information.
- From the perspective of the charter school administrator, the perception that the board is not doing enough, or that board is taking action in areas that are the administrator's responsibilities. This is sometimes referred to as board meddling or micromanagement and has been noted as a major problem for charter schools.

Laying The Foundation For An Effective Relationship

An effective working relationship between the board and charter school administrator is built upon some of the concepts presented earlier in the guidebook. First of all, the board administrator relationship should reflect the distinction between "ends decision-making" by the Board of Directors and the means used by staff to achieve the ends set by the board. Ends decision-making has the effect of creating boundaries with autonomy for the administrator and his or her staff. Such board major decisions including setting the budget, determining the strategic plan, formulating major policy, and interpreting laws and regulations with which the charter school must comply, create the playing field upon which the administrator has authority to act.

The Supervisory Role of the Board of Directors

The board has a supervisory or oversight role to play with respect to the charter school administrator. But this is as far into the organization as the board's supervisory role should extend. The board hires, supervises, evaluates, compensates, and (if necessary) terminates the charter school administrator. The charter school administrator, in turn, hires, supervises, evaluates, makes compensation decisions within the scales and budget set by the board as provided for by the board-approved annual budget. However, the board is the ultimate employer of the staff in the following sense. It is the board that makes personnel policy. Personnel policy may be recommended by the charter school administrator and/or the personnel committee, but only the board can make the final decisions. The board will also give final approval of wage and salary scales, fringe benefit programs, vacation plans, and so forth. Finally, the board, usually acting through its personnel committee, may occasionally be called upon to function as a grievance committee with respect to an employee who has an unresolved dispute with the charter school administrator and who seeks relief from some higher authority.[1]

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[1] Swanson, Andrew, Supervising the Director, Nonprofit World Journal, May/June 1989.

Tools For Strengthening The Board/Administrator Relationship

There are a number of tools and practices that can be used to strengthen this relationship. They are each described below.

Effective Hiring or Selection Process for the Charter School Administrator

An effective working relationship between the board and charter school administrator has its roots in the approach used by the board to select the administrator in the first place.   It has been said that the most important decision made by a board is the decision to hire the first administrator for the charter school. The administrator is given the authority to hire, organize, and supervise the staff of the organization, develop appropriate internal policies and procedures, and allocate resources within budgetary guidelines. When looking for a new (or first), the board must assess the charter school's specific needs, then seek a qualified individual who has the skills and experience to guide the charter school in meeting those needs.

During the search process for an administrator, the board should clearly communicate to prospective candidates the following:

- • How the board defines its roles and responsibilities.
- • How the board defines the roles and responsibilities of the charter school administrator.
- • How the board views the working relationship between itself and the administrator.

At the same time, there should be an opportunity for prospective candidates to talk about their own view of the board-staff relationship in order to make sure that the philosophy and style of the board and candidate are compatible.

Written Job Descriptions for Board Directors and the Administrator

In Chapter 1, we outlined basic roles and responsibilities of the charter school board. Clarity about these roles and responsibilities helps to lay the foundation for an effective board staff relationship. In Chapter 2, we spoke about the importance of a written job description for board directors. This description strengthens the foundation.

Such a description makes recruitment easier because it clearly communicates roles and expectations to prospective board directors. Beyond recruitment, the written description continues to serves as a guide for board director action and decision-making. The description also serves as a reference point for board director evaluation which we will cover in Chapter 10.

For similar reasons, it is essential to have a written position description for the charter school administrator.

Written Administrator Job Description

The board is responsible, and has the authority, for developing the charter school administrator job description. The board first determines the requirements of the position. The board then creates a written position description based on these requirements. In actual practice, the administrator job position may be defined during the charter school application development stage before the board even exists. In this case, the board will review the administrator position description periodically to make sure it continues to accurately reflect board expectations and also meets the needs of the charter school. While there is variation in the specific definition of the charter school administrator responsibilities, in general, the administrator is the chief executive staff person in charge of implementing the policy and goals of the charter school board and overseeing the daily operations of the school. In the tools section of this chapter, there are three sample position descriptions that describe the administrator responsibilities in more detail.

Clear Definition Of How The Relationship Between Board And Administrator Works

Another tool for strengthening the board staff relationship is a written description that shows at a glance the corresponding and complementary roles of each. Building on the earlier distinction between governance and management, the lines of authority between the board and staff can be depicted by means of a three-column chart. In the first column, major areas of organizational decision-making and action are listed. Then, for each of these major areas, the second column lists the specific roles and responsibilities of the board. Finally, the third lists the corresponding specific roles and responsibilities of the administrator. In the Tool Section of this chapter, you can find a sample of this chart. Here is an abbreviated example.

Responsibility	Board Of Directors	Administrator
Finance and Accounting	• Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place.	• Prepares annual budget with input from staff and finance committee • Oversees preparation of periodic financial reports. • Implements proper financial controls.

While such a written chart will go a long way to prevent many problems and conflicts between the board and administrator, it is not a substitute for good communication and common sense.

Communication Plan that Provides Information

According to surveys done by the National Association of Independent Schools, board chairs frequently complain that the administrator does not communicate enough. At the same time, surveys show that administrators often worry that they overwhelm the board chair with too much information. Sometimes, the administrator will withhold negative information but in general. such a policy can lead to misunderstanding or conflicts. If we want to build relationships of trust, we need to adhere to what one administrator calls the "doctrine of no surprises."

It is also important that the board and administrator talk about how much information is desired, best ways to share this information, and in general how to maintain effective communication with each other. For example, Mark Kushner, principal of Leadership High School in San Francisco, communicates by email with his board chair on a daily basis and meets face-to-face at least once a week.

Involvement of Board and Staff in Strategic Planning

There is probably no other organizational practice that can do more to strengthen the working relationship between the charter school board and the administrator than strategic planning. The process is described in some detail in Chapter 5 of this guidebook. During the process, board directors, the administrator and other staff have the opportunity to discuss in depth the major issues and challenges facing the charter school over the next several years. Together with other key stakeholders, the board and staff define the mission, core values, vision, goals, and strategies that will make up the overall strategic plan. During the process, there is an opportunity to share differing viewpoints and explore a range of options for future action. As a result, board and staff can emerge from the planning process with a deeper and shared understanding of priorities for the future. Conversely, if the strategic plan is defined by the board or staff working in isolation, differences of opinion are not shared, discussed and resolved, leading to more problems in the future.

Maintain Healthy And Mutually Supportive Relationship Between The Board Chair And Charter School Administrator

In a very real sense, if you want to gauge the organizational health of the charter school board and staff structure, look first at the quality of the working relationship between the president of the board and the charter school administrator. Effective communication is one of the keys to maintaining this vital working relationship. The board president and the administrator need to meet regularly, setting aside ample time so that they can really get into some of current issues facing the charter school and still have enough time left over to check in with each other on progress or lack of it on the current goals and objectives.

The board trustee handbook published by the National Association of Independent Schools, includes a very useful chart that lists differences in the three positions of full board, board chair and administrator. The chart, adapted for inclusion in this guidebook, is helpful in understanding the interplay between the board and administrator.

Full Board	Board Chair	Administrator
• Corporate entity; can act only as a group. • Continuous existence as the corporate board though individual membership changes. • Part-time. • Does not supervise the staff • Has ultimate responsibility -- with chair. • Typically not expert in education. • Volunteer. • Focuses on governance, not administrative matters.	• Cannot officially act alone. • Changes annually in many schools. • Part-time. • Does not supervise the staff • Has ultimate responsibility -- with full board. • Typically not expert in education. • Volunteer. • Focuses on governance, not administrative matters. May discuss some major administrative issues if asked by administrator.	• An individual. • Is temporary in the life of the school. Often serves longer than individual board directors. • Full-time. • Supervises other staff directly or through designee. • Has limited, immediate responsibility. • Typically is expert in education. • Salaried. • Focuses on administrative matters. Is involved in governance/policy matters -- advises board; offers recommendations; brings issues to board's attention.

Maintain An Effective Board Recruitment And Orientation Program

Building an effective board and staff relationship can begin early in the board recruitment and orientation process. Here we have an opportunity to describe for prospective board directors, our philosophy and approach to structuring effective board staff relations. This is important for a few reasons. First, there is enough confusion about board staff relations in many schools and other organizations that a new board director will not be clear about the complementary, yet distinct roles that the board and staff play in the charter school. It may also be that a new board director was previously involved in an organization in which it was customary for the board to micromanage. Not knowing anything different, this new board director may assume that this is the role that board directors play in your charter school. The process of educating board directors about their relationship to staff, in particular, the charter school administrator, continues in the board orientation and ongoing training programs.

Maintain Ongoing Clarity Re: Board Policy And Oversight Functions

We can maintain clarity regarding board policy and oversight functions by periodically reviewing and reflecting together on roles and responsibilities. A good way to sort out board and staff roles is to put all the areas of confusion on the table for open discussion. Invite the board along with the charter school administrator to engage in a dialogue about these issues. There are a number of formats available that can be used to create this opportunity for dialogue. See the Tools section of the chapter for a good example.

Evaluating The Charter School Administrator

One responsibility of the board of directors is appraising the work of the charter school's administrator. This evaluation can help to improve the confidence, support, growth and working relationship between the board and the administrator. While this review is sometimes avoided or done poorly, it represents an opportunity to identify challenges in program or performance, provide recognition to the administrator and strengthen the charter school's overall management. This evaluation process can also play a key role in clarifying and strengthening the board staff relationship

The charter school administrator should expect to receive a coherent view of the board's opinion of his or her work on an annual basis. The evaluation process will be more effective with advance planning. At a minimum, the appraisal can take the form of a pre-arranged discussion between the administrator and the board chair, although the evaluation should have a written component as well.

The charter school administrator's performance should be measured in relation to his or her job description, and the evaluation may cover the following activity areas: staff relations; administration; planning; educational program; leadership; fiscal management; external public relations; effectiveness in working with the board to meet the requirements of the charter contract and the overall strategic plan of the charter school; and effectiveness in helping the board achieve its own accountability and level of responsibility. The specifics of the evaluation process should be determined by the personnel committee or a task force of the Board, and the charter school administrator should be informed of the process in advance. An executive committee or the board chair can report the conclusions of the evaluation to the charter school administrator.

The type of evaluation the charter school uses can include any of several elements:
- Written input from all of the individual board directors;
- Written input from peer staff members;
- Self-evaluation;
- Intermittent observation;
- A formal rating system;
- Linkage to measures of student performance;
- An open-ended discussion of career goals and paths; and

- Opportunity for the charter school administrator to respond.

One approach that could work well for some charter schools is for the board chair to circulate a questionnaire to all of the board directors asking specific questions about the charter school administrator's performance during the past year. The questionnaire can use a ranking system (i.e.1=outstanding, 2=expected, 3=below expectations, 4= not satisfactory) and include space for narrative comments. The Chair can then summarize these responses and communicate them to the administrator, seeking his or her reaction. At that point, the chair and the administrator can set performance objectives for the coming year, and then a report can be made to the full board for review. After that, changes in compensation can also be discussed.[2]

Other charter schools will gladly share copies of their performance review process, procedures and forms with you. Ask colleagues and friends. Don't limit yourself to charter schools; check with other schools - both public and private, other nonprofits and for profits alike. On the Tools Section of this chapter, there are two excellent examples of administrator evaluation tools:

- EXCEL Principal Evaluation Form developed by Leadership for Quality Education, a business-backed school reform organization in Chicago, and Metamorphics, a private sector human resources consulting firm based in Chicago.
- Principal Evaluation Form developed by Jefferson Academy Junior High Charter School.

While we're on the subject of evaluation, there also needs to be an effective evaluation process for the board as well. Chapter 9 on board director motivation and accountability will discuss ways for the board to evaluate individual and collective board performance. We need to approach assessment as a tool to strengthen the performance of board and staff alike.

With so much riding on this critical process, here is a seven-step sequence to utilize in designing the administrator performance review process for your charter school. Adapt it to meet your specific needs:

- **Step 1 - Determine who will be responsible for conducting the performance review process.** Some charter school boards will delegate this responsibility to an executive committee or a personnel committee. There are written job descriptions for both of these committees in the tool section of Chapter 11. In some cases, the board will choose to establish an ad hoc group for this specific purpose. It's generally not advisable for the entire board to handle the performance review. Depending on the size of the board, it can be a bit intimidating for even the most self-assured and courageous charter school administrator to face a large group. Group size can also inhibit the kind of frank and open conversation about performance issues that is one of the hallmarks of an effective performance review process.

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[2] Assessment of the Chief Executive, National Center for Nonprofit Boards

- **Step 2 - Development of the performance review process and timetable.** This step and the rest of the sequence is delegated by the board to the appropriate committee as described in step one above. Let's assume that the personal committee is responsible. A critical element in the performance review process is a written evaluation survey instrument. There are samples in the tool section of this chapter. The personnel committee will also develop a timetable for the entire process. The performance review process and timetable can be shared with the charter school administrator for input. He or she may also be able to assist the personnel committee in finding resources and sample documents. The board of directors of the charter school receives the performance review process and timetable and then adopts it as the official procedure. The procedure is then implemented in the following way.

- **Step 3 - Set performance expectations for the charter school administrator**. The process begins with the personal committee review of the following four things: the current written job description for the administrator, relevant sections of the charter school educational plan and contract, as well as the charter school strategic plan, and the past performance of the charter school administrator. It is very important to link your performance reviews directly to administrator job descriptions, so a good first step is to update or review this job description. If such a job description is not in place, then developing one should be a high priority of both the board and the administrator. The job description ought to be results oriented and avoid going into detail about how the job is to be done. There is a sample administrator position in the Tools Section of this chapter.

- **Step 4 - Conduct the performance review.** The designated committee then conducts the performance review according to the previously agreed upon timetable. It's important that the rules of the game not be changed in midstream! Earlier, mention was made of the "doctrine of no surprises" with reference to the administrator's role in keeping the board fully informed. This "doctrine" applies equally well to performance assessment of the administrator. The board should ensure that the administrator is getting continuous feedback throughout the year, not just annually in the formal performance review.

- **Step 5 - Develop performance development action plan.** The charter school administrator then develops an action plan based on the results of the performance review. This action plan should identify areas of strength and weakness and strategies for continued professional growth of the administrator. The plan can also identify supportive roles that the board can play.

- **Step 6 - Review the performance review process.** After performance review process has been completed, it is good practice to review the entire process to determine what worked, what didn't work and what changes would strengthen the process in the future.

- **Step 7 - Repeat steps 1 through 6.**

Contracting Out: Other Staffing Models and Implications for Board Governance

Private Management Firms

Today, an increasing number of charter schools are considering contracting for educational management services. To make such contractual relationship work well, charter school boards need to strike an effective balance between fulfilling their public obligations to govern the school responsibly on the one hand, with giving contractors to freedom to handle school operations without micromanagement from the board, on the other. The Charter Friends National Network has published an important guide to help charter school boards build successful partnerships between the charter school and a school management organization. The publication is entitled Charting A Clear Course by Margaret Lin and Bryan C. Hassel. The authors point out that for a charter school board that considers contracting with a management organization, the same central issue remains: how to divide roles and responsibilities between the board itself and those who carry out the organization's day-to-day work. Whether those day-to-day staff are employees of the board or a management organization contracted by the board, it is still important to clearly define the roles and responsibilities of both. In thinking through a contract with a management firm, the board must ensure that the agreement empowers the board to fulfill its responsibilities as described in Chapter 1 of this guidebook. The authors go on to state that:

"Contracts can appropriately empower boards in several ways:

- Direct authority -- by stating clearly that certain responsibilities will be fulfilled by the board.
- Delegation with information -- by stating clearly that the management organization will carry out certain responsibilities and requiring the management company to provide certain kinds of information to the board (on a timetable) so the board knows whether delegated responsibilities are being fulfilled.
- Retained decision-making power -- by setting forth decision-making or sign off procedures that insurer to board had final approval at important junctures (e.g., the setting of the annual budget; significant expenditures; the establishment of annual enrollment procedures; the selection of the principal).

Each of these three options places a tool in the hands of board that enables it -- directly or indirectly -- to fulfill its responsibilities. The primary way in which boards create these tools is by adopting a comprehensive set of policies on a range of important issues. These policies set parameters within which the management company and school staff must work, outline critical decision-making processes, and establish formal lines of communication between the board and management."[3]

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[3] Hassel, Bryan and Lin, Margaret, Charting A Clear Course, Charter Friends National Network and Center for Policy Studies, 1999.

<u>Charting A Clear Course</u> includes a valuable chart that provides a sampling of issues that these policies can address. More information about the publication is included in the tools section of this chapter.

Teacher Cooperatives

Another approach sometimes used by charter schools is to contract with a teacher cooperative. One of the best examples is the New Country Charter School in Henderson, Minnesota. The guidelines offered in the Charter Friends National Network publication Charting A Clear Course for structuring a relationship with an educational management organization would also be useful for a charter school board wishing to negotiate an agreement with a teacher cooperative as well.

Conflict Management and Resolution

To a certain degree, conflict in organizations is natural, predictable and can be tapped as a powerful resource for creative thinking and effective decision-making. In the best boards, at the same time there is agreement about the shared mission and vision of the charter school, there will be different perspectives about how to achieve the mission and vision. There are a number of planning, decision-making, and creative thinking tools and techniques that can be used to build, in a positive way on the differing perspectives and viewpoints of board directors. In the last chapter of the governance guidebook, there are a number of outstanding resources that should be considered.

Now, we want to focus on the kinds of conflicts and disagreements that we are all too familiar with. Marion Peters Angelica, in her new book Resolving Conflict in Nonprofit Organizations published by the Amherst Wilder Foundation, notes that role confusion between the executive staff leader and board directors is a major source of conflict in organizations. However, much of this conflict can be avoided between the board and staff of the charter school if roles and responsibilities of the board are clearly defined and some of the tools and practices presented in this chapter are utilized.

Even if this is done however, from time to time conflicts will rise and it is important to respond to them effectively and in a timely manner. There are a number of resources available to charter schools needing to manage and resolve conflicts. This new publication from the Amherst Wilder foundation stands out and we will be drawing on it for ideas.

Angelica identifies a number of typical points around which board conflict arises. The list includes the following:[4]

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[4] Angelica, Marion Peters, Resolving Conflict in Nonprofit Organizations, Amherst Wilder Foundation, 1999.

Common Areas of Board and Staff Conflict

Differences among board directors:
- Personal and communication styles.
- Vision for the organization.
- Personal expectations of the organization.
- Levels of participation in board work.
- Understanding of board directors' roles.
- Amount of loyalty to the administrator and the charter school.

Areas of authority and responsibility divided between the administrator and the board:
- Means of accountability for administrator to the board.
- Degree of autonomy available to the administrator in decision-making and action.
- Amount of information of board needs to feel informed about its work.
- Level policymaking in which the board engages.
- Level of financial responsibility the board undertakes to keep the charter school solvent.

Areas of authority and responsibility between the board chair and the administrator:
- Who serves as spokesperson for the charter school.
- Amount of information the board chair needs.
- Evaluation of administrator performance.

Level of access to the board of directors by line and mid-level staff:
- Budget allocations between programs.
- Personnel issues and grievances.

Differences among staff:
- Management styles.
- Methods of program implementation.
- Allocation of time and resources.
- Personal and communication styles.
- Expectations for participation in decision-making.
- Staff expectations for autonomy.

Conflicts among board directors and conflicts between board and the charter school administrator are among the most common.

Conflict Between Board Directors

In the case of conflict among board directors, it is advisable for the administrator to let the board chair take the lead in resolving such conflicts. Managing the board is the chair's job. A skilled

chair will encourage the "warring parties" to resolve their issues away from the boardroom. It is important for the chair to respond quickly as even small conflicts, if left unresolved, will lead to deeper resentments. Angelica recommends the following:

"One of the most frequently used strategies in board conflicts is a private meeting. This is not done to keep the board conflict a secret but for the comfort of both disputing parties and the uninvolved board directors. To conduct a private meeting, the board chair can use shuttle diplomacy, speaking privately with individual board directors. Also, he or she can bring a limited number of disagreeing members together privately for a facilitated discussion outside of the boardroom. This can be especially helpful when a board conflict is among only a few of the board directors. However, the organization's bylaw language defining a quorum affects the number of members a chair can convene without a meeting becoming an official board meeting. If the number of people in the conflicts constitutes a quorum, it is a formal meeting of board and all members should be invited to attend. If uninvolved members know the meeting topic, they can choose whether to attend, but they should not be excluded.

If the board chair is unwilling or unable to play such a conflict management role, the involvement of another leader must be sought. Sometimes a highly respected past board chair, board director, or other community leader can be a good choice. In any case, the person should have conflict management skills, be well regarded by all parties and be viewed as impartial before the parties and the issues at stake. A last resort is use of a skilled outside mediator."

Conflict Between The Board And Executive

Angelica identifies three scenarios and offers conflict resolution suggestions for each, adapted here for charter schools:[5]

Type Of Conflict	Typical Scenario	Conflict Resolution Strategies
Conflict between staff and administrator	A staff conflict is brought to the board. The administrator has not been able to resolve it. The administrator decides to bring it to the board's attention.	• The board should step in when efforts to resolve conflict of the staff level have not succeeded. The administrator should outline the nature of the problem and suggest a process that the board might use. If the issue requires confidentiality be sure to maintain same. • The board may decide to delegate the conflict to the personnel committee or executive committee. This approach prevents the conflict from occupying so much of the full boards time that other important matters are neglected by the board. The committee listens to all parties and facilitates development and consideration of potential solutions. The committee may also serve as arbiter developing a solution that it feels is in the best interests of the charter school and the parties in conflict. Depending on authority delegated to the committee by the full board, the decision can be made at the committee level or it may have to be voted on by the full board. • If the committee is unable to resolve conflict, the board can attempt to resolve it at the full board level.
Board and administrator are in direct conflict	The board and charter school administrator have a serious disagreement about a major policy, decision or future direction. In many cases the administrator, as an employee of the board "loses" resulting in resignation or termination by the board. Such conflicts can cause major damage and in some cases put the future of the charter school in jeopardy as parents, staff and community leaders lose confidence in the school.	• Rapid action and professional help are usually called for since neither the administrator nor the board chair can manage a major conflict to which he or she is a party. Suggestions for outside help include a mediator, an organizational consultant with conflict management skills, or the charter school's previous board chair, administrator, or similar leader with conflict management skills. • Given the human dynamics around a serious conflict between the board and the administrator, it is advisable for the board and administrator to discuss in advance of any real crisis, how the help of an outside resource would be tapped in the event of a serious conflict.

[5] Ibid.

Staff make an end run	In this scenario, a staff person supervised by the administrator has a conflict with the administrator and brings the issue directly to board directors.	• Such an end run can undermine the supervisory relationship between the administrator and other staff of the charter school. Further it can damage the trust relationship between the administrator and a charter school board. New board directors and staff need to be tolled during orientation that the executive director is a point of contact for the Board of Directors. In all cases, the procedure is for staff to inform the executive director of any interactions with board directors.
		• When a member of the charter school board is approached by a staff person regarding such a conflict situation, the first response should be tell the staff person to bring the matter directly to the administrator and then inform the administrator of the contact. The administrator then talks with the staff person about the board-staff communications policy.
		• If the end run involves a staff person who is not satisfied with previous attempts to resolve conflict with the administrator, and has contacted the board as a "last resort," the approach is different. Angelica advises that resolving such a conflict at this point will likely require the assistance of an outside mediator for resolution. The view by the board and administrator of some charter schools will be that the previous decision of the administrator stands and that revisiting that decision could seriously undermine lines of authority within the charter school. It is important that your charter school board decide what the policy will be in such situations.

Once again, it is important that the board have policies in place to respond to the inevitable conflicts that will arise from time to time. The administrator and the board leadership to be very clear with each other about how to respond to the kinds of situations described above. The outcome is always more positive when such discussions occur before the storm descends.

Should Paid Staff Of The Charter School Serve On The Charter School Board?

The practice in many charter schools as it is in most traditional public schools is for employees of the school to serve on the governance body. The roots of this practice probably include some or all of the following factors:

- A commitment to shared decision-making leading to the conclusion that paid staff have to be included as members of the governing body whether that body is a board of directors as described in this governance guidebook or some other model.
- The view that if staff are not on the governing board then they will be left out of the decision-making within the charter school.

- Borrowing from the traditional governance practices of most public schools that reflect beliefs in shared decision-making, the strong influence of teacher unions on the development of shared decision-making practices, and the blurring of management and governance responsibilities.
- A lack of experience in structuring new school governance models. While charter school developers include some of the most innovative thinkers and practitioners in education today, there has been a lack of knowledge and experience on the part of educators in organization development including structuring effective governance models.

So should paid staff of the charter school serve on the charter school board? There are differing opinions on this important issue and there needs to be a continuing dialogue.

Many believe that the answer to this question is "yes". As mentioned earlier, the practice in many schools is to include the principal or school administrator alone or with additional members of the teaching staff. Such involvement will afford staff an opportunity for input into decision-making and will help to build a sense of teamwork and unity among board directors and staff.[6]

In the view expressed by Robert C. Andringa and Ted W. Engstrom, authors of Nonprofit Board Answer Book, the answer is "no". While they are discussing the issue in relation to nonprofits in general, their comments can offer some insight to charter school developers and board leaders. Their views, which run counter to prevailing practices, will, no doubt, provoke controversy.

In general, Andringa and Engstrom state that staff should not serve on the board. They believe that serving as a paid staff member and then filling the role of a volunteer board director of the same organization is, on the face of it, a conflict of interest. Accountability to the community is better served through "a separation of power, checks and balances that comes from distinguishing the role of the board from that of staff." They view as the ideal model, a volunteer board of competent and committed people setting policy and overseeing the work of staff. The board can benefit from the staff's experience and perspectives without putting them on the board. Their position is spelled out in more detail in an excerpt from their book included in the tools section of this chapter.

In either case, it will be important to have board policies in place that manage the real and potential conflicts of interest that may arise. Such policies were discussed in Chapter 6 of this guidebook.

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[6] The point can be made that in a charter school, committed to the empowerment of staff and their involvement in decisions that impact their work with children, there will be woven into the very organizational fabric of the charter school, a rich and extensive system of decision-making practices that involve staff. In this approach, staff decision-making would be linked to the governance decision making of the board in a manner described in this chapter.

Chapter 7: Tools You Can Use

Samples Of Foundation Documents

- Division of Roles between Board and Administrator
- Board And Staff Roles Worksheet (Source: Nonprofit Board Answer Book)
- Sample Job Descriptions For The Administrator (Source: YWCA Charter School)
- EXCEL Principal Evaluation Form (Source: EXCEL materials were developed by Leadership for Quality Education, a business-backed school reform organization in Chicago, and Metamorphics, a private sector human resources consulting firm based in Chicago)
- Principal Evaluation Form (Source: Jefferson Academy Junior High Charter School)
- Board Staff Time And Attention Graph (Source: National Association of Independent Schools)
- Should Staff Serve on the Board? (Excerpt from: Robert C. Andringa and Ted W. Engstrom, Nonprofit Board Answer Book)

Essential Resources for Building Board-Staff Relations

- Pierson, Jane, and Mintz, Joshua, Assessment of the Chief Executive, National Center for Nonprofit Boards, 1999. (Includes diskette containing assessment tool for annual reviews.)

Division of Roles between Board and Administrator

(Adapted from "Building and Managing An Effective Board of Directors,
Center for Nonprofit Management in Southern California)

This chart describes the roles and responsibilities of the board and the charter school administrator in critical areas. Review each entry and revise as based on the specific needs and requirements of your charter school. This chart should be reviewed on an annual basis and updated if necessary.

Responsibility	Board Of Directors	Administrator
Legal	• Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. • Maintains legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions -- avoidance of conflicts of interest.	• Must provide information to the board to demonstrate that the charter school is well managed. • Compiles information for annual filing requirements. • Signals to the board if either of the situations is likely to occur.
Finance and Accounting	• Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place.	• Prepares annual budget with input from staff and finance committee • Oversees preparation of periodic financial reports. • Implements proper financial controls.
Planning	• Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends. • Reviews strategic plan and progress. • Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. • Assesses program evaluation plan.	• Participates in establishing mission and program direction for the charter school. Contributes to vision of the charter school; and assists the board in maintaining focus and momentum for the charter school • Develops specific program goals and objectives based on the board specific mission. • Develops reports or oversees staff development of reports to demonstrate program progress.
Policy	• Develop and adopt written policies • Responsible for reviewing policies periodically	• Identifies need for new policies • Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options
Personnel	• Sets and reviews personnel policies. • Hires Charter School Administrator and evaluates the administrator's performance.	• Implements personnel policies. • Recommends changes in personnel policies to the board. • Hires all personnel and evaluates performance of staff members (or

		delegates to appropriate supervisor).
Resource Development	• Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation. • Reviews and approves all major grant proposals.	• Conduct research and maintain information database. • Assist in fund development efforts. • Develops grants, and other funding applications, plans fund-raising events, enters business ventures to support mission.
Board Accountability	• Establishes and communicates clear expectations of Board directorship • Assures effective participation of Board directors	• Facilitates training and information exchange for members in preparation for selection of Board directors • Facilitates effective communication among Board directors
Decision-making	• Defines and communicates the role of Board, administrator in making decisions • Assures appropriate involvement of board directors in charter school decision making	• Makes action decisions within parameters set by the board, collaborates both with the other staff and Board in some decisions
Community Relations	• Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community. • Promotes cooperative action with other charter schools including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc..	• Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.
Contracts	• Approves contracts	• Manages contracts
Add Others Here	•	•

Board and Staff Roles Worksheet

(Source: Robert C. Andringa and Ted W. Engstrom, <u>Nonprofit Board Answer Book, NCNB</u>)

For each issue or task, indicate with the appropriate letter where your board is now and where it should be:

    A. Board initiates and decides on its own (charter school administrator may implement).

    B. Charter school administrator formally recommends and board decides.

    C. Charter school administrator decides and/or acts after consultation with board directors.

    D. Charter school administrator and/or staff act on their own within previous board policies.

Issues And Tasks	Is Now	Should Be
1. Mission statement for organization		
2. Formal annual goals and objectives.		
3. Recruitment of new board directors.		
4. Board and committee structure.		
5. Policy regarding board role and activities.		
6. Hiring and salaries of staff other than charter school administrator.		
7. Changes in bylaws to keep current.		
8. Annual income and expense budget.		
9. Budget amendments as required.		
10. Capital expenditures.		
11. Staff compensation policies.		
12. Other personal policies and practices.		
13. Investment policies.		
14. Arrangements for external audit.		
15. Fund-raising plan and policies.		
16. Adoption of new programs or services.		
17. Termination of current programs or services.		
18. Staff organizational structure.		
19. Organization's insurance program.		
20. Board meeting agendas.		
21. Other:		

YWCA Global Career Academy
Job Description

Position: Managing Administrator

The Managing Administrator will have the oversight of the YWGCA with direct supervision of the fiscal operation, organizational management and employment, including the following three focus areas:

Instruction: Promoting, motivating and maintaining a productive, creative and caring atmosphere in which every student can experience success.

Performance: Fostering an environment where students and staff are challenged to reach their greatest potential.

Evaluation: Securing and compiling data to determine if YWGCA's vision, mission, goals, and outcome objectives are being met.

The Managing Administrator reports directly to the YWCA Chief Program Officer

QUALIFICATIONS:

1. Master's degree in education or an equivalent degree from an accredited institution.
2. At least 4 years experience in administration, supervision and classroom teaching experience.
3. Understands the changing and creative environment that leads to academic excellence.
4. A commitment to the ethical standards of personnel practices and willingness to continual professional development.
5. High degree of personal and professional integrity.
6. Positive skill development in interpersonal relationships with adults and children.
7. Experience in fund development and grant writing.
12. Belief in the YWCA's One Imperative: The YWCA, locally and nationally, has adopted the One Imperative of thrusting our collective power toward the elimination of racism wherever it exists and by any means necessary.
13. Basic understanding of and commitment to total quality management role and techniques.

14. Demonstrated experience in implementing Best Management practices, to include: strategic planning, customer service and staff development.
15. Computer literate in Microsoft Word, Excel and e-mail.
8. Valid driver's license and reliable car.
9. Experience in budget development and financial management.
10. Experience in interpretation of statistical data.
11. Experience in integrated education and child and family support systems.
12. Must possess the following characteristics:
a) Like all children
b) Enjoy working with all children
c) Believe all children can learn
d) Innovative creative thinker
e) Flexible, adaptive
f) Solution oriented problem-solver
g) Global, world view

DIRECT RESPONSIBILITIES:

1. Responsible for every aspect of the Charter school operation and is the primary figure in determining the schools quality and character.
2. Establish and implement the charter school's on-going strategic planning process.
3. Responsible for insuring that the ideas, people, and processes needed to make the charter school the most meaningful entrepreneurship educational experience in the world are in place and operating at world class standards.
4. Establish a school culture based on caring, concern, trust and support for all students enrolled in the charter school.
5. Establish an educational culture based on caring, concern, trust and support for all educators and staff in the charter school.
6. Serve as the head of the charter school's Executive Council.
7. Inspire the educational teams to become immersed in the school's mission and dedicated to its attainment.
8. Responsible for the design and delivery of every student, educator, staff, parent and community educational program carried out by the charter school.
9. Ensure and promote professional development for educators and staff and encourage attendance at workshops and other developmental activities.
10. Responsible for the development of a strong relationship with parents, civic leaders, the media, community organizations, businesses, volunteers, other administrators and the chartering authority.
11. Responsible for reporting and compliance for all government regulatory and funding programs.
12. Participate as team player in all decision-making processes at the charter school.
13. Develop and successfully maintain all the charter school partnerships with the community, other educational and social service agencies, local businesses, foundations, etc.
14. Demonstrate excellent interpersonal skills to develop and maintain frequent rapport with students, staff, parents, community, business and industry partners and administration.
15. Employ effective communication skills with students, parents, and the charter school administration.

COLLABORATIVE RESPONSIBLITIES:

I. In collaboration with the YWCA Chief Program Officer:
A. Responsible for developing and maintaining relationships with charter school partners and potential external stakeholders.
B. Staff the Board of Directors which meets on a regularly scheduled basis.
C. Setting the standards for quality and character of the school.

II. In collaboration with the YWCA Chief Program Officer and the Executive Council:
Establish alliances with national and local organizations which can help us deliver better programs for internal as well as external stakeholders.

III. In collaboration with YWCA Chiefs Program, Marketing & Development and Planning & Public Policy Officers:
Responsible for all government, foundation, corporate, and individual fund raising and support.

IV. In collaboration with Coordinator of Learning Systems and Planning & Public Policy:
1. Research and develop "benchmarks" by which we can measure the quality of the charter school's educational strategies.
2. Develop benchmarks by which the quality of the entire scope of the services offered by the charter school can be measured.

EXCEL Principal Evaluation Form

The EXCEL Workbook and Form included here were developed in collaboration with Chicago Public Schools principals, board (or local school council) members, administrators and others. The Workbook and Form are one piece of the evaluation and performance planning continuum. As part of the project, participating pilot schools receive training on how to use the Workbook and Form, and individualized consultation from professional human resource consultants. They are also provided access to *PerformancePro*, a state of the art Internet-based application that gives principals a timesaving system to plan and monitor progress, to keep themselves and their schools on course, and to report back to their boards.

What is Good Evaluation?

EXCEL's goal is to increase the quality of educational leadership in Chicago Public Schools by developing and implementing a standards-based process of principal evaluation.   By using standards as the basis for evaluation, a principal's job is clarified for the evaluating team. This keeps the focus on specific behaviors that determine school success, and avoids discussions of feelings, impressions and personality. The following guideposts can be helpful to charter and non-charter schools alike, in Chicago or any city:

- **Good evaluations are fair.** Any evaluation process can be misused – but better forms and training can help minimize that possibility. While no evaluation process is liked by everyone, pilot principals and their boards say the EXCEL process is clearly fairer.

- **Good evaluation measures elements that determine successful educational leadership.** EXCEL's standards-based format, with 10 specific key behaviors for each standard, focuses on just those elements. The descriptive workbook guides principals and boards in measuring those elements in principal actions.

- **Good evaluation supports principals' performance.** This evaluation process determines areas for improvement, which helps the principal focus and plan for improvement.

- **Real evaluation improves communication between the principal and board.** This evaluation process provides a platform for sharing information and discussing principal responsibilities in a clear and well-defined way.

- **Good evaluation helps the board better understand the principal's job.** EXCEL helps boards focus on what successful principals do. Principals and board directors drafted this language, continue to refine it, and say that it helps them focus on concrete examples instead of feelings and impressions.

- **Useful evaluation forms are written in straightforward language with clear instructions.** We are working to create a principal evaluation process that is useful to a range of local school boards. We have tried to avoid "education-ese" and designed a simple rating scale.

- **Good evaluation is a year-round activity, not an end-of-the-year "gotcha" or letter of praise.** EXCEL encourages the board and principal to start the school year or contract by reviewing the evaluation form and agreeing on expectations and priorities, and then checking in on progress regularly throughout the year.

EXCEL is a project of Leadership for Quality Education (LQE) a business-backed school reform organization in Chicago that has worked for the last decade on improving local school governance. LQE has implemented EXCEL with the assistance and expertise of Metamorphics, a private sector human resource consulting firm. Metamorphics created the evaluation workbook and form, designed PerformancePro and then adapted that software specifically the needs of Chicago school principals.

EXCEL is a collaborative effort of the business community, LSCs, the Chicago Principals and Administrators Association, and the Chicago Public Schools. EXCEL has received funding from the Chicago Annenberg Challenge, Prince Charitable Trusts, the Lloyd A. Fry Foundation, and The John D. and Catherine T. MacArthur Foundation.

Questions on EXCEL should be directed to either John Ayers at Leadership for Quality Education, 312-853-1210 or Mike Zwell at Metamorphics, 312-663-9300.

EXCEL   **E**valuation e**X**pertise for **C**ouncils and **E**ducational **L**eaders

For Spring 2000 Use

Principal Evaluation Form

School: _____

Region: _____

LSC Chair: _____

Signature: _____

Date: _____

Principal: _____

Signature: _____

Date: _____

Contract Period: _____

EXCEL is a project of Leadership for Quality Education (LQE).
The pilot is a cooperative effort of the business community, the Chicago Principals and Administrators Association, Local School Councils, and the Chicago Public Schools.

Standards Rating Section

After completing the Evaluation Workbook, please write below the final ratings for each of the seven Standards:

_____   *1. School Leadership*

_____   2. Parent Involvement and Community Partnerships

_____   3. Student-Centered Learning Climate

_____   4. Professional Development and Human Resource Management

_____   5. Instructional Leadership: Improving Teaching and Learning

_____   6. School Management and Daily Operations

_____   7. Interpersonal Effectiveness

Reminder: Use the Evaluation Workbook to help you determine a rating for each of the Standards.

Performance Measures Rating Section

Using the Performance Measures Data Sheet (to be distributed separately), **circle the appropriate rating** for reading test scores, math test scores, attendance rate (elementary & high schools), dropout rate (high schools), and graduation rate (high schools). (Refer to pages 11-12 in the Evaluation Workbook for the criteria that were used to establish the ratings.)

TEST SCORES OVERALL RATING

Elementary Schools: ITBS

Reading:	Exceeds	Meets	Does Not Meet
Math:	Exceeds	Meets	Does Not Meet

High Schools: TAP

Reading:	Exceeds	Meets	Does Not Meet
Math:	Exceeds	Meets	Does Not Meet

OTHER MEASURES

Attendance Rate: (elementary and high schools)	Exceeds	Meets	Does Not Meet
Dropout Rate: (high schools only)	Exceeds	Meets	Does Not Meet
Graduation Rate: (high schools only)	Exceeds	Meets	Does Not Meet

EXCEL   **E**valuation e**X**pertise for **C**ouncils and **E**ducational **L**eaders

FOR SPRING 2000 USE

Evaluation Workbook
Worksheets to complete the Principal Evaluation Form

School: _____

Region: _____

LSC Chair: _____

Signature: _____

Date: _____

Principal: _____

Signature: _____

Date: _____

Contract Period: _____

EXCEL is a project of Leadership for Quality Education (LQE).
The pilot is a cooperative effort of the business community, the Chicago Principals and Administrators Association, Local School Councils, and the Chicago Public Schools.Introduction

This principal evaluation process evaluates principals on seven Standards and several performance measures.

The Seven Principal Standards

Each Standard represents one aspect of a principal's job that is important to school success. The Standards were developed from the "Five Essential Supports" and the state Standards for School Leaders, and link to the Chicago Principal and Administrators Association's professional development programs.

This workbook can help you decide the appropriate rating for each Standard. The workbook contains one page for each Standard. Each page includes:

- A **definition** of the Standard.

- Two or three **Categories** under the Standard.

- A set of **Key Behaviors** for each Category that describe actions that demonstrate skill in a Standard.

- A numbered **rating scale** with behavioral descriptions for each rating.

Performance Measures

LSCs will receive a set of school data to use to evaluate performance measures.

　　Test scores are evaluated by rating three areas:

- Absolute Score
- Average gain over 1 year
- Trend over time

The ratings of these three areas will be added to determine the overall rating ('Exceeds', 'Meets', and 'Does Not Meet'). For further explanation, see the performance measures worksheet at the back of this workbook (pp. 11-12). Note: due to the lack of historical data for 10th grade TAP scores (used to measure gain and trend), high schools will only evaluate absolute scores until this data becomes available.

Attendance rate (elementary and high schools), dropout rate (high schools), and graduation rate (high schools) are evaluated based on the current rate compared to the amount of improvement from the previous year. Look-up tables are available at the back of this workbook to help LSCs determine how the rating was achieved.

**After completing this workbook, please transfer the final ratings
for the standards and performance measures
to the Principal Evaluation Form (green).**

1   School Leadership

Definition: Leads the school by building high performing teams, responsibly managing work and people, and enlisting others in the school vision.

Instructions

Please rate how frequently the following Key Behaviors are demonstrated, using the rating scale below. Circle the rating number that is most accurate. If you are unable to rate a Key Behavior, please refer to the appendix for sources to help you find more information.

Key Behavior Rating Scale: *1 = Rarely (Almost never)*   *3 = Often (Usually)*
                                        2 = Occasionally (Every now and then)   *4 = Most of the time (Almost always)*

				Category: Builds High Performing Teams
1	(2)	3	4	**Encourages and responds to input from team members**
1	2	(3)	4	**Works with staff and students to establish and build teams within the school**
1	2	(3)	4	**Helps the team set inspiring goals**
(1)	2	3	4	**Focuses the team on achieving specific, measurable results**
				Category: Coordinates the Work of Others
1	2	3	(4)	**Works in close partnership with the LSC**
1	(2)	3	4	**Clearly sets and communicates expectations and timelines**
1	2	(3)	4	**Delegates responsibility and tasks well**
				Category: Implements the Vision
1	2	(3)	4	**Develops the school vision with stakeholders (for example: LSC, parents, staff, and community members)**
1	(2)	3	4	**Identifies where the school is not achieving the vision; creates and**

1	2	3	4	**implements plans to address problems**
				Communicates and demonstrates a clear personal vision for improving the school
1	6	15	4	*Total for Each Column (Add the points in each column)*

26 = Total of Key Behavior Ratings ÷ 10 = 2.6 Average Rating

[Add the 4 column totals]   [Between 0 and 4.0]

Refer to the rating scale below and (circle) the rating number that equals your **Average Rating**. If your rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3). This is the rating for **School Leadership**.

Rating Scale for School Leadership:

4	**Excellent**	Has a track record of successful school leadership by consistently building high performing teams, delegating responsibility, and implementing the school vision.
3	**Good**	Often demonstrates school leadership, but is sometimes not strong at building high performing teams, delegating responsibility, and implementing the school vision.
2.6		
2	**Fair**	Sometimes shows basic school leadership skills but is often ineffective at building high performing teams, delegating responsibility, and implementing the school vision.
1	**Unsatisfactory**	Rarely leads the school, and is not effective at building high performing teams, delegating responsibility, and implementing the school vision.

School Leadership

Definition: Leads the school by building high performing teams, responsibly managing work and people, and enlisting others in the school vision.

Instructions

Please rate how frequently the following Key Behaviors are demonstrated, using the rating scale below. Circle the rating number that is most accurate. If you are unable to rate a Key Behavior, please refer to the appendix for sources to help you find more information.

Key Behavior Rating Scale:
1 = Rarely (Almost never)   *3 = Often (Usually)*
2 = Occasionally (Every now and then)   *4 = Most of the time (Almost always)*

				Builds High Performing Teams
1	2	3	4	**Encourages and responds to input from team members**
1	2	3	4	**Works with staff and students to establish and build teams within the school**
1	2	3	4	**Helps the team set inspiring goals**
1	2	3	4	**Focuses the team on achieving specific, measurable results**
				Coordinates the Work of Others
1	2	3	4	**Works in close partnership with the LSC**
1	2	3	4	**Clearly sets and communicates expectations and timelines**
1	2	3	4	**Delegates responsibility and tasks well**
				Implements the Vision
1	2	3	4	**Develops the school vision with stakeholders (for example: LSC, parents, staff, and community members)**
1	2	3	4	**Identifies where the school is not achieving its vision; creates and**

1	2	3	4	
1	2	3	4	**implements plans to address problems** **Communicates and demonstrates a clear personal vision for improving the school**
				Total for Each Column (Add all the numbers in each column)

[blank box] = Total of Key Behavior Ratings ÷ 10 = [blank box] Average Rating

[Add the 4 column totals]   **[Between 0 and 4.0]**

Refer to the rating scale below and <u>**circle**</u> the rating number that equals your **Average Rating**. If your rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3). This is the rating for **School Leadership**.

Rating Scale for School Leadership:		
4	**Excellent**	Has a track record of successful school leadership by consistently building high performing teams, delegating responsibility, and implementing the school vision.
3	**Good**	Often demonstrates school leadership, but is sometimes not strong at building high performing teams, delegating responsibility, and implementing the school vision.
2	**Fair**	Sometimes shows basic school leadership skills but is often ineffective at building high performing teams, delegating responsibility, and implementing the school vision.
1	**Unsatisfactory**	Rarely leads the school, and is not effective at building high performing teams, delegating responsibility, and implementing the school vision.

2   Parent Involvement and Community Partnerships

Definition: Collaborates with families and community members, responds to diverse community interests and needs, and uses community resources.

Instructions

Please rate how frequently the following Key Behaviors are demonstrated, using the rating scale below. Circle the rating number that is most accurate. If you are unable to rate a Key Behavior, please refer to the appendix for sources to help you find more information.

Key Behavior Rating Scale: *1 = Rarely (Almost never)*   *3 = Often (Usually)*
                                         2 = Occasionally (Every now and then)   *4 = Most of the time (Almost always)*

				Parent Involvement
1	2	3	4	**Creates programs that address parent needs**
1	2	3	4	**Ensures that parents have access to teachers**
1	2	3	4	**Removes obstacles for parents to get involved at school**
1	2	3	4	**Encourages parent participation in school programs**
1	2	3	4	**Communicates regularly to parents what is happening at the school**
				Community Partnerships
1	2	3	4	**Creates effective partnerships with businesses and community organizations/institutions**
1	2	3	4	**Enlists help from the business community for the school**
1	2	3	4	**Makes the community feel welcome**
1	2	3	4	**Establishes relationships with community leaders, LSC members, and area schools**
1	2	3	4	**Invites feedback from the community**
				Total for Each Column

☐ = Total of Key Behavior Ratings ÷ 10 = ☐ Average Rating

[Add the 4 column totals]   [Between 0 and 4.0]

Refer to the rating scale below and <u>circle</u> **the rating number that equals your** Average Rating**. If your rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3). This is the rating for** Parent Involvement and Community Partnerships**.**

Rating Scale for Parent Involvement and Community Partnerships:

4	**Excellent**	Has a track record of successfully involving parents and creating community partnerships by consistently providing helpful parent programs, making parents and community feel welcome, and establishing relationships with the community.
3	**Good**	Often involves parents and creates community partnerships, but is sometimes not strong at providing helpful parent programs, making parents and community feel welcome, and/or establishing relationships with the community.
2	**Fair**	Sometimes involves parents and creates community partnerships, but is often ineffective due to weakness in providing helpful parent programs, making parents and community feel welcome, and/or establishing relationships with the community.
1	**Unsatisfactory**	Rarely involves parents and creates community partnerships, and is not effective at providing helpful parent programs and making parents and community feel welcome.

3   Student-Centered Learning Climate

Definition: Creates and maintains a school environment that focuses on students and emphasizes high academic expectations, personalism, caring, discipline and order.

Instructions

Please rate how frequently the following Key Behaviors are demonstrated, using the rating scale below. Circle the rating number that is most accurate. If you are unable to rate a Key Behavior, please refer to the appendix for sources to help you find more information.

Key Behavior Rating Scale: *1 = Rarely (Almost never)*   *3 = Often (Usually)*
                                           2 = Occasionally (Every now and then)   *4 = Most of the time (Almost always)*

				High Academic Expectations
1	2	3	4	Works with groups (such as the Professional Personnel Advisory Committee [PPAC], the Professional Problems Committee [PPC], staff, and other committees) to set and communicate high academic expectations
1	2	3	4	**Creatively develops ways to recognize and reward students' effort, success, and achievement**
1	2	3	4	**Helps teachers set high expectations for themselves and their students**
				Personalism and Caring
1	2	3	4	**Creates an atmosphere of respect among students**
1	2	3	4	**Helps students and staff form productive and respectful relationships**
1	2	3	4	**Ensures that staff feel respected, valued, and important**
				Discipline and Order
1	2	3	4	**Develops and implements a plan to maintain and/or increase student attendance**
1	2	3	4	**Implements policies and procedures consistently and responsibly to help ensure an environment that is safe, stable, and conducive to learning**

1	2	3	4	**Follows school discipline code and security plan**
1	2	3	4	**Creates a school environment that supports students through crisis and other challenges**
				Total for Each Column

[ ] = Total of Key Behavior Ratings ÷ 10 = [ ] Average Rating

[Add the 4 column totals]   [Between 0 and 4.0]

Refer to the rating scale below and <u>circle</u> **the rating number that equals your** Average Rating**. If your rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3). This is the rating for** Creating a Student-Centered Learning Climate**.**

Rating Scale for Creating a Student-Centered Learning Climate:		
4	**Excellent**	Has a track record of creating a student-centered climate by setting and communicating high academic expectations, creating an atmosphere of respect and caring, and maintaining discipline and order.
3	**Good**	Often successfully creates a student-centered climate, but is sometimes not strong at setting and communicating high academic expectations, creating an atmosphere of respect and caring, and/or maintaining discipline and order.
2	**Fair**	Sometimes creates a student-centered climate, but is often ineffective due to an inability to set and communicate high academic expectations, create an atmosphere of respect and caring, and/or maintain discipline and order.
1	**Unsatisfactory**	Rarely creates a student-centered learning climate, and is not effective at setting and communicating high academic expectations, creating an atmosphere of respect and caring, and/or maintaining discipline and order.

4 Professional Development and Human Resources Management

Definition: Encourages professional development, recruits and selects outstanding staff, and effectively supervises teachers and staff in order to improve student learning and academic achievement.

Instructions

Please rate how frequently the following Key Behaviors are demonstrated, using the rating scale below. Circle the rating number that is most accurate. If you are unable to rate a Key Behavior, please refer to the appendix for sources to help you find more information.

Key Behavior Rating Scale:
1 = Rarely (Almost never)   *3 = Often (Usually)*
2 = Occasionally (Every now and then)   *4 = Most of the time (Almost always)*

				Professional Development
1	2	3	4	**Encourages teachers to participate in staff development and provides them with the means to do so**
1	2	3	4	**Demonstrates a commitment to continually improve his/her knowledge, skills, and capabilities**
1	2	3	4	**Develops and utilizes the human resource skills needed to manage teachers and staff**
1	2	3	4	**Aligns professional development with the SIPAAA goals**
				Recruitment and Hiring
1	2	3	4	**Attracts, hires, and supports excellent teachers and staff, within the guidelines of CPS**
1	2	3	4	**Involves staff and any LSC personnel committee in recruiting, hiring, and supporting new teachers and staff**
				Teacher Observation and Instructional Supervision
1	2	3	4	**Engages teachers in goal setting to improve classroom practice**

1	2	3	4	
1	2	3	4	**Regularly reviews and revises expectations of teacher performance**
1	2	3	4	**Provides constructive feedback to teachers on a regular basis**
1	2	3	4	**Evaluates teachers and staff based on competence and productivity**
				Total for Each Column

[ ] = Total of Key Behavior Ratings ÷ 10 = [ ] Average Rating

[Add the 4 column totals]   [Between 0 and 4.0]

Refer to the rating scale below and **circle** the rating number that equals your **Average Rating**. If your rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3). This is the rating for **Professional Development and Human Resources Management**.

Rating Scale for Professional Development and Human Resources Management:		
4	**Excellent**	Has a track record of promoting professional development and managing teachers and staff by consistently demonstrating a commitment to self-improvement, encouraging others to develop, providing feedback, and reviewing expectations with staff.
3	**Good**	Often succeeds at promoting professional development and managing teachers and staff, but is sometimes not strong at self-improvement, encouraging others to develop, providing feedback, and/or reviewing expectations with staff.
2	**Fair**	Sometimes succeeds at promoting professional development and managing teachers and staff by demonstrating a commitment to self-improvement, encouraging others to develop, providing feedback, and/or reviewing expectations with staff.
1	**Unsatisfactory**	Rarely succeeds at promoting professional development and managing teachers and staff, and is not effective at developing self or staff.

5   Instructional Leadership – Improving Teaching and Learning

Definition: Promotes the success of all students by creating an instructional program that continually strives to improve teaching and learning.

Instructions

Please rate how frequently the following Key Behaviors are demonstrated, using the rating scale below. Circle the rating number that is most accurate. If you are unable to rate a Key Behavior, please refer to the appendix for sources to help you find more information.

Key Behavior Rating Scale: *1 = Rarely (Almost never)*   *3 = Often (Usually)*
                                  2 = Occasionally (Every now and then)   *4 = Most of the time (Almost always)*

				Assessment
1	2	3	4	**Evaluates student learning using a variety of techniques and sources of information**
1	2	3	4	**Analyzes and communicates data about students, staff, and community**
1	2	3	4	**Uses school and student data to create programs that are appropriate to the students**
1	2	3	4	**Uses school data to monitor the instructional program**
				Curriculum
1	2	3	4	**Supports the Professional Personnel Advisory Committee (PPAC) and/or other staff committees to develop curriculum**
1	2	3	4	**Uses research, teacher expertise, and recommendations from academic organizations to make curriculum decisions**
1	2	3	4	**Works with staff to align curriculum with city and state standards**
				Instruction
1	2	3	4	**Monitors instruction across classrooms and the school**

1	2	3	4	
1	2	3	4	**Supports and promotes innovative teaching methods and encourages teachers to pilot appropriate innovative programs to engage students**
1	2	3	4	**Provides programs to meet the needs of special education and limited English proficient students**
				Total for each column

☐ = Total of Key Behavior Ratings ÷ 10 = ☐ Average Rating

[Add the 4 column totals]   [Between 0 and 4.0]

Refer to the rating scale below and <u>circle</u> **the rating number that equals your** Average Rating. **If your rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3). This is the rating for** Instructional Leadership – Improving Teaching and Learning**.**

Rating Scale for Instructional Leadership – Improving Teaching and Learning:

4	**Excellent**	Has a track record of improving teaching and learning by getting input on curriculum, supporting a variety of teaching methods, and creating learning programs that are appropriate to the students.
3	**Good**	Often successfully improves teaching and learning, but is sometimes not strong at getting input on curriculum, supporting a variety of teaching methods, and/or creating learning programs that are appropriate to the students.
2	**Fair**	Sometimes improves teaching and learning, but is often ineffective at getting input on curriculum, supporting a variety of teaching methods, and/or creating learning programs that are appropriate to the students.
1	**Unsatisfactory**	Rarely improves teaching and learning, and does little to promote student success.

6   School Management & Daily Operations

Definition: Manages school resources and facilities effectively, uses knowledge of policies and procedures to make sound decisions, and ensures the efficient operation of the school.

Instructions

Please rate how frequently the following Key Behaviors are demonstrated, using the rating scale below. Circle the rating number that is most accurate. If you are unable to rate a Key Behavior, please refer to the appendix for sources to help you find more information.

Key Behavior Rating Scale: *1 = Rarely (Almost never)*   *3 = Often (Usually)*
                                      2 = Occasionally (Every now and then)   *4 = Most of the time (Almost always)*

				Daily Operations
1	2	3	4	**Supervises personnel and resources to ensure facilities management**
1	2	3	4	**Organizes school resources to address instructional needs**
1	2	3	4	**Implements policies and procedures (such as developing schedules) to ensure smooth daily operations that promote the mutual respect of staff and students**
1	2	3	4	**Uses available technology to improve school administration and operations (such as attendance and budgets)**
1	2	3	4	**Maintains high standards and acts to ensure a clean school**
				Fiscal Management
1	2	3	4	**Manages the budget and spends funds responsibly and in a timely manner, and ties the budget to instruction**
1	2	3	4	**Secures supplemental funding (such as grants, discretionary funds) from outside sources to enhance school programs**
1	2	3	4	**Coordinates the budget and resources with the SIPAAA**

1	2	3	4	**Ensures fiscal policies are followed**
1	2	3	4	**Provides the LSC with budget reports and financial information on a regular basis**
				Total for Each Column

[   ] = Total of Key Behavior Ratings ÷ 10 = [   ] Average Rating

[Add the 4 column totals]   [Between 0 and 4.0]

Refer to the rating scale below and **circle** the rating number that equals your **Average Rating**. If your rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3). This is the rating for **School Management & Daily Operations**.

Rating Scale for School Management & Daily Operations:		
4	**Excellent**	Has a track record of ensuring successful school operation by consistently managing the budget and ensuring the safe and efficient operation of the school.
3	**Good**	Often succeeds at managing school resources and daily operations, but is sometimes not strong at managing the budget and/or ensuring the safe and efficient operation of the school.
2	**Fair**	Sometimes succeeds at managing school resources and daily operations effectively but is often ineffective at managing the budget and/or ensuring the safe and efficient operation of the school.
1	**Unsatisfactory**	Rarely manages school resources or daily operations effectively, and is not effective at managing the budget and/or ensuring the safe and efficient operation of the school.

7   Interpersonal Effectiveness

Definition: Communicates well with diverse groups by understanding and responding to their values, goals, needs, concerns, feelings, and agendas, resolves conflicts productively, and engages others, as appropriate, in decision making.

Instructions

Please rate how frequently the following Key Behaviors are demonstrated using the rating scale below. Circle the rating number that is most accurate. If you are unable to rate a Key Behavior, please refer to the appendix for sources to help you find more information.

Key Behavior Rating Scale: *1 = Rarely (Almost never)*   *3 = Often (Usually)*
                                   2 = Occasionally (Every now and then)   *4 = Most of the time (Almost always)*

				Communication
1	2	3	4	**Confronts and resolves problems in a timely manner**
1	2	3	4	**Builds collaboration, understanding, and respect between different groups (LSC, staff, parents, teachers, students, and community)**
1	2	3	4	**Effectively responds to the concerns of parents and community members**
1	2	3	4	**Resolves concerns and issues of the LSC, parents, teachers, staff, students, and community when appropriate**
1	2	3	4	**Uses written communication to effectively communicate with different groups**
				Interpersonal Sensitivity
1	2	3	4	**Communicates an understanding of others' points of view, including the LSC, students, staff, parents, and community members**
1	2	3	4	**Maintains honesty and integrity in dealing with people**
1	2	3	4	**Honors confidences and confidential information, within the limits of the law**

1	2	3	4	
1	2	3	4	**Follows through on promises and commitments**
1	2	3	4	**Motivates and inspires staff to contribute to the success of the school**
				Total for Each Column

☐ = Total of Key Behavior Ratings ÷ 10 = ☐ Average Rating

[Add the 4 column totals]   [Between 0 and 4.0]

Refer to the rating scale below and <u>**circle**</u> the rating number that equals your **Average Rating**. If your rating is a number like 2.6 that falls between two ratings, read the description of the rating above 2.6 (the rating for a 3) and the description of the rating below 2.6 (the rating for a 2) and circle the rating whose description best fits. (For example, a 2.6 can be changed to either a 2 or a 3). This is the rating for **Interpersonal Effectiveness**.

Rating Scale for Interpersonal Effectiveness:	
4 Excellent	Has a track record of successfully understanding and interacting with diverse groups by consistently communicating an understanding of other points of view, responding to parent and community concerns, and facilitating collaboration, understanding and respect.
3 Good	Often understands and interacts effectively with diverse groups, but is sometimes not strong at communicating an understanding of other points of view, responding to parent and community concerns, and/or facilitating collaboration, understanding and respect.
2 Fair	Sometimes interacts effectively with groups, but is often ineffective at communicating an understanding of other points of view, responding to parent and community concerns, and facilitating collaboration, understanding and respect.
1 Unsatisfactory	Rarely interacts with diverse groups, and is seldom able to understand other points of view or respond to parent and community concerns.

Appendix

Additional Sources of Information for Principal Evaluation

Interview Questions

One of the best resources for principal evaluation is the principal. If there are Standards, or Key Behaviors under a specific Standard, that you are unable to rate, ask the principal for specific examples of how s/he demonstrates this on the job.

An example of the type of questions you can ask:

Tell me about a time when you effectively… (insert Key Behavior here).
- *What was your role?*
- *How did you apply your knowledge and experience to the situation?*
- *What were the difficulties you faced and how did you overcome them?*
- *What did you learn from the experience?*
- *Where did you apply that learning?*

Although these questions may sound like an interview, remember that your focus is on specific examples and stories that show how the principal has demonstrated the Key Behavior or Standard.

Additional Sources of Information

If you are looking for additional information on a specific Standard or Key Behavior, the following may be helpful sources:

- Principal's portfolio
- The objectives of the School Improvement Plan (SIPAAA)

- The REO evaluation of the principal

- The Uniform Principal's Performance Contract

- The School Report Card

- Student Discipline and Attendance Records

- Principal Bulletins

- Budget Reports

- School Visitor's Book

- LSC Minutes

- Written messages to the faculty, students, or parents

Performance Measures Rating Criteria

Elementary Schools

The following two pages explain the performance measures ratings provided on each school's **Performance Measures Data Sheet** (to be distributed separately). Using the numbers provided on the data sheet, circle your school's ratings in each of the categories. Use this information to determine what level of improvement is necessary for your school to increase its rating. The results from the Performance Measures Data Sheet must be transferred to the Evaluation Form (green).

READING ITBS

Absolute Score:

Exceeds	Meets	Does Not Meet
At or above 50% of students at or above national norms	20% - 49.9% of students at or above national norms	Below 20% of students at or above national norms

Average Gains:

Exceeds	Meets	Does Not Meet
More than 1.0 growth over 1 year	1.0 growth over 1 year	Less than 1.0 growth over 1 year

Test Score Trend (4-year Moving Average):

Exceeds	Meets	Does Not Meet
Upward trend (getting better)	Flat trend (staying the same)	Downward trend (getting worse)

MATH ITBS

Absolute Score:

Exceeds	Meets	Does Not Meet
At or above 50% of students at or above national norms	20% - 49.9% of students at or above national norms	Below 20% of students at or above national norms

Average Gains:

Exceeds	Meets	Does Not Meet
More than 1.0 growth over 1 year	1.0 growth over 1 year	Less than 1.0 growth over 1 year

Test Score Trend:

Exceeds	Meets	Does Not Meet
Upward trend (getting better)	Flat trend (staying the same)	Downward trend (getting worse)

OVERALL RATING

The overall rating for Reading and the overall rating for Math was calculated by combining the individual ratings in each area (absolute score, gain, and trend). Keep in mind that each of the three separate area ratings carries equal weight.

Ratings for: Absolute Score + Gain + Trend	**=**	**Overall Rating in Reading or Math**
A rating of Exceeds in at least 2 of the 3 areas	=	Exceeds
A rating of Meets in at least 2 of the 3 areas	=	Meets
A rating of Does Not Meet in at least 2 of the 3 areas	=	Does Not Meet
A rating of 1 Exceeds, 1 Meets, and 1 Does Not Meet	=	Meets

Attendance Rate Lookup Table for Elementary Schools

This table shows you how your school's rating on attendance was determined. Using the numbers provided on your **Performance Measures Data Sheet** (to be distributed separately), find your attendance rate in one of the boxes in the top row and the amount of improvement from the previous year in one of the boxes in the left-hand column. Next draw a line down from the attendance rate and across from the improvement until they meet. The word in the corresponding box is your rating on attendance.

Amount of Improvement	ATTENDANCE RATE					
	Below 91%	91% to 91.9%	92% to 92.9%	93% to 93.9%	94% to 94.9%	95% and Above
Greater than 1%	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds
0.5% to .99%	Does Not Meet	Meets	Meets	Meets	Exceeds	Exceeds
0 to 0.49%	Does Not Meet	Does Not Meet	Meets	Meets	Meets	Exceeds
-0.5% to 0	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds
-1.0% to -0.49%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Exceeds
More than -1%	Does Not Meet	Does Not Meet	Does Not Meet	Meets	Meets	Meets

1997 - 1998
Jefferson Academy
Junior High
Principal Evaluation

Scoring Guide:	
5	Always exceeds expectations
4	Sometimes exceeds expectations
3	Meets expectations
2	Sometimes meets expectations
1	Does not meet expectations
N/O	Not Observed

Evaluator _____

Date _____

Curriculum and Program Guidance

Ensures that expectations have been established for the use of the Core Knowledge and other curriculum and that staff members are using these standards as the basis for instruction	5	4	3	2	1	N/O
Provides staff development that prepares staff to use the Core Knowledge and other curriculum	5	4	3	2	1	N/O
Is prepared to articulate Jefferson Junior High's vision for and implementation of the Core Knowledge and other curriculum to both staff and community	5	4	3	2	1	N/O
Documents that expectations have been established for and are	5	4	3	2	1	N/O

being met by staff members regarding study, use, and implementation of assessments of student achievement.						
Encourages cooperation, coordination of instruction, and teamwork among staff to support the school's content-based educational philosophy	**5**	**4**	**3**	**2**	**1**	**N/O**
Works with staff to ensure that the appropriate amount of homework and extracurricular assignments are given to support the school's philosophy of academic rigor	**5**	**4**	**3**	**2**	**1**	**N/O**
Looks for ways to improve the quality of the program	**5**	**4**	**3**	**2**	**1**	**N/O**
Works to encourage the development of a well-rounded student through instruction academics, athletics, the arts, and character development	**5**	**4**	**3**	**2**	**1**	**N/O**
Seeks methods to meet the academic needs of all students and communicates effectively with staff to see these plans are implemented	**5**	**4**	**3**	**2**	**1**	**N/O**
Works with staff to ensure a fair and consistent grading system for and assessment of each student	**5**	**4**	**3**	**2**	**1**	**N/O**
Demonstrates commitment to Jefferson Junior High's vision of success for all students	**5**	**4**	**3**	**2**	**1**	**N/O**
Oversees and monitors the special education staff ensuring the integration of the special ed program and compliance with special ed laws	**5**	**4**	**3**	**2**	**1**	**N/O**

Comments:

Integration of Technology

Has established and monitors a school technology plan	**5**	**4**	**3**	**2**	**1**	**N/O**
Allocates adequate budget funds for technology purchases to	**5**	**4**	**3**	**2**	**1**	**N/O**

support the technology plan						
Ensures that provisions for staff development and ongoing technical support accompany technology purchases	5	4	3	2	1	N/O
Ensures that the staff integrates technology with instruction and aligns the use of technology with the curriculum	5	4	3	2	1	N/O
Develops essential skills in the use of technology and models their importance to the staff	5	4	3	2	1	N/O
Communicates the use of technology in the school	5	4	3	2	1	N/O

Comments:

School Environment

Carries out the Discipline Plan as established in the Jefferson Junior High Policies Handbook	5	4	3	2	1	N/O
Provides opportunities and functions that encourage school spirit and pride	5	4	3	2	1	N/O
Engenders character development in the student	5	4	3	2	1	N/O
Demonstrates a commitment to the school community through participation in school events and functions	5	4	3	2	1	N/O

Comments:

Human Relations / Personnel Management

Evaluates staff in accordance with Jefferson Junior High School Board policy and contract language	5	4	3	2	1	N/O
Uses the Evaluation Standards as the basis for the evaluation process adhering to the time table established by the Board of Directors	5	4	3	2	1	N/O
Works closely with the Board's Teacher Evaluation Committee in hiring and evaluating staff	5	4	3	2	1	N/O
Demonstrates strong knowledge of Colorado State statutes and Jefferson Junior High School Board policy as they pertain to the responsibilities of school staff and hiring practices	5	4	3	2	1	N/O
Builds a safe and cooperative staff environment	5	4	3	2	1	N/O
Provides regular performance feedback to staff and motivates them to perform well	5	4	3	2	1	N/O
Promotes and empowers personal and professional growth in self and staff	5	4	3	2	1	N/O
Delegates responsibilities appropriately and effectively	5	4	3	2	1	N/O
Handles staff conflict in a professional and timely manner	5	4	3	2	1	N/O
Works well in group problem solving situations	5	4	3	2	1	N/O
Includes staff in planning	5	4	3	2	1	N/O
Makes himself available to staff to help solve problems	5	4	3	2	1	N/O

Comments:

Job Knowledge

Demonstrates a high level of job knowledge and skills	**5**	**4**	**3**	**2**	**1**	**N/O**
Demonstrates knowledge of human development and learning theories	**5**	**4**	**3**	**2**	**1**	**N/O**
Demonstrates a high level of knowledge in Core Knowledge and other curriculum and the content-based methods of instruction	**5**	**4**	**3**	**2**	**1**	**N/O**
Demonstrates a high level of knowledge for authentic student assessments and understands how to encourage students to reach mastery	**5**	**4**	**3**	**2**	**1**	**N/O**

Comments:

Leadership

Carries out the vision, mission, and philosophy of Jefferson Junior High as defined in the school Strategic Plan	**5**	**4**	**3**	**2**	**1**	**N/O**
Develops long-range plans and sets goals and objectives for Jefferson Junior High in accordance with the guidelines of the Board	**5**	**4**	**3**	**2**	**1**	**N/O**
Demonstrates strong leadership qualities	**5**	**4**	**3**	**2**	**1**	**N/O**
Inspires respect and trust from the staff and school community	**5**	**4**	**3**	**2**	**1**	**N/O**
Models and supports behaviors that reflect creative thinking and effective problem solving	**5**	**4**	**3**	**2**	**1**	**N/O**
Takes active and appropriate steps to institute needed change without being prompted, and maintains efforts until resolution or completion	**5**	**4**	**3**	**2**	**1**	**N/O**

Comments:

Management and Administration

Demonstrates accuracy, thoroughness, and effective use of time	**5**	**4**	**3**	**2**	**1**	**N/O**
Analyzes relevant information, makes decisions, delegates responsibility, and provides appropriate support and follow-up	**5**	**4**	**3**	**2**	**1**	**N/O**
Uses sound judgment to guide daily work	**5**	**4**	**3**	**2**	**1**	**N/O**
Effectively uses a variety of skills and resources to accomplish tasks	**5**	**4**	**3**	**2**	**1**	**N/O**
Effectively delegates administrative duties to support staff	**5**	**4**	**3**	**2**	**1**	**N/O**
Identifies problems in a timely manner and seeks corrective action	**5**	**4**	**3**	**2**	**1**	**N/O**
Manages competing demands	**5**	**4**	**3**	**2**	**1**	**N/O**
Oversees and manages operating budget effectively	**5**	**4**	**3**	**2**	**1**	**N/O**

Comments:

Professional Conduct

Collaborates with colleagues, parents, and community members to fulfill responsibilities related to District and site goals and policies	**5**	**4**	**3**	**2**	**1**	**N/O**
Keeps communications with Jefferson County School District open and handles correspondence in a timely manner	**5**	**4**	**3**	**2**	**1**	**N/O**

Follows the guidelines established in the Jefferson Junior High Contracts and Policies handbook	5	4	3	2	1	N/O
Follows the "Open Meetings" guidelines in regard to the Jefferson Junior High Board	5	4	3	2	1	N/O
Displays commitment to professional excellence	5	4	3	2	1	N/O
Applies feedback to improve performance	5	4	3	2	1	N/O

Comments:

Communication

Communicates effectively by using a variety of techniques and systems	5	4	3	2	1	N/O
Communicates effectively with students, staff, parents, and community members using appropriate communication methods	5	4	3	2	1	N/O
Provides consistent and timely communication to parents by way of news letters, memos, or scheduled reports	5	4	3	2	1	N/O
Communicates changes to schedules in a timely manner	5	4	3	2	1	N/O
Exhibits good listening skills and accepts feedback from Board, staff, and parents	5	4	3	2	1	N/O
Communication with the school community exhibits diplomacy and sound judgment	5	4	3	2	1	N/O
Advocates for charter school in the public arena whenever possible	5	4	3	2	1	N/O

Comments:

Reporting and Board Relations

Oversees and presents budget and financial reports to Jefferson Junior High Board	5	4	3	2	1	N/O
Interacts with and communicates with the Board of Jefferson Junior High in a professional and open manner	5	4	3	2	1	N/O
Documents and communicates the goals and progress of Jefferson Junior High to the Board, District, and school community	5	4	3	2	1	N/O
Presents proposed program or curriculum changes to the Board for approval prior to implementation of such changes	5	4	3	2	1	N/O
Communicates relevant issues to the Board in a timely manner	5	4	3	2	1	N/O
Provides articulate, professional, and timely reports to the District	5	4	3	2	1	N/O
Considers and adheres to provisions of our charter contract with the District	5	4	3	2	1	N/O

Comments:

Board Staff Time And Attention Graph

(First appeared in <u>The Trustee Handbook, Seventh Edition</u>, by Mary DeKuyper, published by the National Association of Independent Schools. Reprinted with permission.[7])

Policies	Time and Attention Graph
Governance • Mission • Strategy • Survival • Leadership	**Board's Decisions** Administrator's Advice
Partnership • Authorizations • Finance Policies • Enrollment • Employment Terms	**Shared Decisions: Board and Administrator**
Operational • Staffing • Program • Systems	Board's Advice **Charter School Administrator's Decisions**

Above the diagonal line = allocation of board's time

Below the diagonal line = allocation of administrator's time

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[7] Hundley DeKuyper, Mary, <u>Trustee Handbook: A Guide to Effective Governance for Independent School Boards</u>, National Association of Independent Schools, 1998

Should Staff Serve on the Board?

(Excerpt from: Robert C. Andringa and Ted W. Engstrom, <u>Nonprofit Board Answer Book</u>, NCNB)

"As the backbone of organizations, the board is accountable for stewardship of the public and community investment in their charitable mission. For-profit corporations routinely put their paid executives on their boards. Nonprofits need to pursue good business practices, but they're not pursuing profits. They're changing lives and providing services. In exchange, they receive contributions and tax benefits. Accountability to our major moral owners suggests a separation of power, a set of checks and balances that comes from distinguishing the role of the board from that of the staff.

In general, the only staff member who might be justified to sit on the board is the chief executive. Some advocate voting rights for the chief executive to reflect a true peer relationship while working with the board. Others believe the chief executive should be a non-voting board member because of the inevitable conflicts of interest.

In our opinion, the ideal model is a volunteer board of competent and committed people setting policy and overseeing the work of staff. As a board, they have one agent to implement policy: the chief executive. In many of the organizations with which we are familiar, however, the chief executive is also a full voting member of the board. The reasons for this practice include:

- The chief executive was a founder who incorporated the organization and helped recruit the first board members.
- The chief executive is, by virtue of age and experience, a true peer among board members and wants to be treated as such.
- A new chief executive insists on board membership as a condition of employment.

Frankly, these are not strong arguments. A founding chief executive should be building a board who could fill the board role independently. The chief executive who does a good job should never feel insecure or looked down upon by board peers just because he or she does not sit on the board.

Consider that the board members are expected to vote their consciences on every action. The chief executives job is to support the board by implementing its decisions. He or she needs to maintain the confidence and trust of the entire board, building relationships that promote effective interaction. Why put the chief executive in the position of ever having to vote against any board members?

We like the "without vote" clause in the bylaws for chief executives who are given a board seat. Membership on the board should be ex officio -- by virtue of position -- not elected. Periodically voting whether or not the chief executive should be a board member is not the best way to signal approval or disapproval of job performance. Even without a vote on the board, most chief executives have far more influence over board decisions than they may realize. … When handled wisely, this power far exceeds most board member's ability to influence board policy.

How does a no-vote policy for staff affect board members? It encourages them to take their jobs more seriously and prevents automatic deferral to the views of staff, who have greater programmatic experience. They view their chairman as the key leader. They cannot depend on staff to fill both board and staff roles. They learn more easily the distinction between board work and staff work.

We should add our strong feeling that in no way should several paid staff members be members of the board. In addition to the concerns we have already shared, here's another: board membership for some staff but not for others creates divisions. Why should some have authority over their peers in decisions about budget, salaries and benefits, and program priorities (Editor's note: even if such staff serving as board members are recused from voting on such matters, as members of the board one would expect that they

would have influence). The board can benefit from the staff's experience and perspectives without putting them on the board."